



**CDPAC/CSL CRIB Notes
General Background
December 2001**



Assessing Young Children's Social Competence. By Diane E. McClellan and Lilian G. Katz. ERIC Digest. EDO-PS-01-2. March 2001. 5p.

FULL TEXT at: <http://ericeece.org/pubs/digests/2001/mcclel01.html#1add00>

[“This digest discusses the body of evidence that has accumulated to indicate that unless children achieve minimal social competence by about the age of 6 years, they have a high probability of being at risk into adulthood. A child's long-term social and emotional adaptation, academic and cognitive development, and citizenship are enhanced by frequent opportunities to strengthen social competence during childhood.”]

[Request CDPAC 272]

Broadening the Context: Background for Discussion of California Child Care Policy Options. By Sujatha Branch and others. Child Care Law Center (The Center, San Francisco) September 2001. 68p.

FULL TEXT at: www.childcarelaw.org/broadening/broadening.htm

[“This report explores the current subsidized child care system and offers an initial response to some of the options presented in the Governor's Administrative Review (entitled Child Care Fiscal Policy Analysis). It claims that the Administrative Review looks at child care through a very narrow lens and examines only short-term fiscal tradeoffs. It purports that the Administrative Review fails to address major systemic issues such as the staffing crisis or the lack of access to child care for children with disabilities. This paper discusses those omissions.”]

[CDPAC Request 273]

California's After-School Choice: Juvenile Crime or Safe Learning Time. By Fight Crime: Invest in Kids California. 2001. 64p.

FULL TEXT at: www.fightcrime.org/ca

[“The prime time for juvenile crime is from 2 to 6 p.m. According to the organization, there are about 440,000 students in government-funded after-school programs. But there are another 1.2 million youngsters ages 5 to 14 who need to be in them. Fight Crime's survey found that the rate of students having to repeat grades was cut in half for those in after-school programs.”]

[Request CDPAC 274]

"Animal Abuse and Youth Violence." By Frank R. Ascione. U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. IN: OJJDP Juvenile Justice Bulletin. September 2001. 16 p.

FULL TEXT at: <http://www.ncjrs.org/pdffiles1/ojjdp/188677.pdf>

[“This Bulletin describes psychiatric, psychological, and criminal research linking animal abuse to violence perpetrated by juveniles and adults.... Attention is focused on the prevalence of cruelty to animals by children and adolescents and to the role of animal abuse as a possible symptom of conduct disorder.”]

[Request CDPAC 271]

“Domestic Violence and Child Abuse: Ten Lessons Learned in Rural Alaska.” By Linda Chamberlain. IN: Policy and Practice of Public Human Services. v.59 (March 2001) 9p.

[“This article addresses the fact that millions of children grow up in violent households. The impact of domestic violence on child witnesses can be devastating, and these children are at much greater risk for child abuse. The study of early brain development indicates that domestic violence can affect the cognitive, emotional and physical health of a young child.”]

[Request CDPAC 275]

Integrating Work and Family Life: A Holistic Approach. Executive Summary. By Lotte Bailyn Sloan Work-Family Policy Network, MIT Sloan School of Management. (The Network, Boston, Massachusetts. September 2001. 10p.

FULL TEXT at: <http://mitsloan.mit.edu/iwer/WorkFamily.pdf>

[“Improving job satisfaction ranks ahead of flexible scheduling policies as a way to help employees juggle work and family life, a new report says. The report's other primary message is that every player in modern families' lives -- employers, unions, government and communities -- should work together to help working families.”]

[CDPAC Request 276]

“Making Afterschool Count: Literacy and Afterschool: A Perfect Fit].” By Andrea Warren and others, The Charles Stewart Mott Foundation. IN: Communities and Schools Working Together, vol. 4, no. 1 (September 2001) pp. 1-16.

FULL TEXT at: www.mott.org/publications/pdf/MAFC4-1.pdf

[“That afterschool programs improve reading is supported by several major studies. In 1998, the foundation entered into an unusual private-public partnership with the U.S. Department of Education to provide grants for training, and leadership development to support the 21st Century Community Learning Centers Initiative. To date, there have been more than 900 federal grants made to support programs in more than 3,600 schools nationwide. That number is expected to grow to more than 7,000 in 2001.”]

[CDPAC Request 277]

Public-Private Partnerships: Lessons for Success. By Helene Stebbins and others, The Child Care Partnership Project, U.S. Department of Health and Human Services. (The Project, Washington, DC) November 2001. 21p.

FULL TEXT at: <http://nccic.org/ccpartnerships/ccppless.pdf>

[“The Child Care Partnership Project ... has focused on a new breed of partnerships: Bringing together representatives from governmental entities or quasi-governmental bodies and private-sector organizations. The project has created a wide range of tools and materials to support both public and private partners as they develop partnerships to improve outcomes for children and families.”]

[CDPAC Request 278]

“School Plans for 2 Year Kindergarten.” By Barbara Whitaker. The New York Times. (October 28, 2001) 3p.

FULL TEXT at: www.nytimes.com/2001/10/28/education/28SCHO.html

[“In order to prepare all children for first grade, the Santa Ana Unified School District is implementing a new program to have 2 years of kindergarten for those who need a little extra help in building skills necessary to succeed.”]

[CDPAC Request 279]

Taking Action: What State Officials Can Do to Promote Public-Private Child Care Partnerships. By Nina Sazer O'Donnell and others, The Child Care Partnership, U.S. Department of Health and Human Services. (The Project, Washington, DC) November 2001. 77p.

FULL TEXT at: <http://nccic.org/ccpartnerships/ccpptips.pdf>

["At the highest level, governors can serve as champions by recruiting business partners; convening partnerships; directing state agencies to support partnerships; working with business, legislative, and local government leaders to leverage and coordinate resources; and encouraging media coverage of successful partnerships."]

[CDPAC Request 280]

Youth Framed by the Media: Local Television News Media's Picture of Children. By Children Now (Children Now, Oakland, California) October 2001. 20 p.

FULL TEXT at: www.childrennow.org/media/local-news-study/local-news-01.pdf

["Local television news regularly depicts children as victims of crime or in grave danger, according to this study. The news rarely focuses on public policies that affect American families. In addition, Black and Latino children are shown in stories of explicit violence more often than other children, presenting an inaccurate reality."]

[CDPAC Request 281]

In our continuing quest to highlight relevant materials in a variety of formats, we would like to showcase the following items. Some of these materials are copyrighted and may not be photocopied in their entirety. However, they may be borrowed from your local library, purchased online or at a bookstore, or, in some cases, may be viewed and/or downloaded full-text from the Internet.

Beating the Devil Out of Them: Corporal Punishment in American Families and its Effects on Children. By Murray A. Straus and Denise A. Donnelly. Transaction Publishers. New Brunswick (USA) and London. 2001. 317p.

["New research updates the original 1994 edition with conclusive evidence that corporal punishment has long-term harmful side effects. The author believes that spanking children promotes violence toward siblings, future spouses, and other anti-social behavior. Spanking appears to work in the short run but its long term effects are only negative."]

Who Speaks for America's Children?: The Role of Child Advocates in Public Policy. Edited by Carol J. De Vita and Rachel Mosher-Williams. (Urban Institute Press, Washington, DC) 2001. 236 p.

["This Urban Institute book examines the promise and problems of child advocacy and offers ways to increase impact on the policy process. The essays look at the relationship between funding levels, funding types and advocacy efforts; illustrate the wide divergence of values and strategies among child advocates through a case study of the State Children's Health Insurance Program (SCHIP) and explore the broader role of child advocates within the democratic decision-making process."]

Work and Family in America: A Reference Handbook. By Leslie F. Stebbins. (ABC-CLIO, Santa Barbara) August 2001. 247p.

["As more women pursue careers and more men stay at home, the spheres of work and family will never be the same. *Work and Family in America* offers a comprehensive and insightful overview of these two overlapping worlds as it provides the latest figures on and status of work-

family demographics (from the number of working mothers to marriage and divorce rates), and recent legislation and case law.”]

Young Hearts & Minds: Making a Commitment to Children's Mental Health. By Little Hoover Commission. (The Commission, Sacramento, California) October 2001. 144p.

EXECUTIVE SUMMARY at: www.lhc.ca.gov/lhcdir/161/execsumm161.pdf

FULL REPORT at: www.lhc.ca.gov/lhcdir/161/report161.pdf

["California is failing dismally at providing mental health services to disturbed children and youths, many of whom end up dropping out of school and crowding jails and mental hospitals, a state oversight panel said in a report. The report described a system in disarray, an expensive patchwork of social, health and educational services that frequently overlap and present a bewildering maze to families in need of help. The report also faults the state for restricting families that earn higher wages from getting publicly funded mental health services."]